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tion," the authors proceed to the study of the paragraph, the sentence, words, letter-writing; then follow with exposition and argument, figures of speech and poetic form, ending with suggestive chapters on "supplementary reading" and punctuation.

Two Years' Course in English Composition. By CHARLES LANE HANSON.
Boston: Ginn & Co.

An admirable book; proceeding from the study of the larger to the smaller units; based throughout on the inductive method; containing a chapter on grammar suitable for review work; subordinating the forms of discourse. The text contains many suggestive exercises. It says little about oral composition.

The School Paper. By CHARLES B. GLEASON and GEORGE I. LYNN.
New York: Hinds, Noble & Eldredge. Pp. 40. \$0.50.

This pamphlet explains every step in the management of a high-school paper. It is invaluable advice for principals and teachers who contemplate launching a school publication.

Everyday English. By FRANKLIN T. BAKER and ASHLEY H. THORNDIKE.
New York: Macmillan. Pp. v+336.

This book is a valuable text for composition work in secondary schools. Part I is a survey of English grammar, characterized by the omission of needless subtleties. The sentence is properly made the objective point of study. Part II, "Composition," is based upon the principles that language is primarily oral; that constant practice is necessary to skill in language; and that form is less important than ideas. Part II is illustrated, comparatively an innovation in composition books.

EDUCATION

Experimentelle Pädagogik. Von W. A. LAY. (2d ed.) (Aus Natur und Geisteswelt, Vol. ccxxiv.) Teubner, 1912. Pp. vii+137. M. 1.25.

The first edition of this work was published in 1908, one year after Meutmann's large work on the same subject. This book aims to present to the general reader who is not able to read extensively on the subject a view of the most important results of experimental pedagogy and the practical conclusions which are to be drawn from them. The field covered is wide, including, in addition to the theory and methods of experimentation, heredity, the effect of physical and social environment upon mental development and functioning, sex differences, mental development in the child, and the mental processes involved in the subjects of the school curriculum. In spite of the range of subjects which is covered the discussion often goes into a good deal of detail